

Closing the Circle: Information Literacy Instruction for Your First Years and Mine

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First Time Around - The “Problem” of the High School Student in the Academic Library

- For decades, academic librarians have focused on the “problems” high school students cause. For example, they:
 - make greater demands on the staff because they are “less familiar with the ways of using a large library”;
 - come at inconvenient times (e.g., evenings);
 - are “less respectful of library materials”;
 - use the library for social, rather than academic, purposes;
 - fail to return library materials;
 - are noisy; and,
 - crowd library spaces and resources

Second Time Around - The Call for "Articulation"

- Articulation = "the linkage in progress along the learning continuum that involves skills, insights, as well as subject matter"
- Efforts at the local level reported in:
 - Ohio (Fatzer, Van Pulis, & Birchfield, 1988; O'Hanlon, 1992)
 - Michigan (Canelas & Westbrook, 1990)
 - Virginia (Kenney & Wilson, 1986)
 - Washington (Kemp & Nofsinger, 1988; Nofsinger, 1989)

Articulation in the 1980s - The Ohio Experience

- OLA/ALAO/OELMA Task Force on Library Instruction: High School to College
- Primed for Success (1986) focuses on:
 - communication among librarians
 - articulation
 - state guidelines for K-16 ILI
 - minimum IL competency standards for K-12 and college graduates
 - demonstration of IL competencies in college admissions criteria
 - faculty preparation for information literacy instruction (K-12 and higher education)

Articulation in the 1980s - The Washington Experience

- Survey of faculty expectations of information literacy skills among entering students, and of academic library provision of instruction to K-12 students:
 - College faculty expect students to have information skills, but don't expect to have to teach them;
 - 34% of responding academic libraries provided instruction to high school students
 - 93% of these only did so after being contacted by local schools
- Communication with WLMA
- Cooperation with local schools

How to Avoid Chasing our Tail; or, What Can We Learn from Previous Points on the Circle?



- Change Drivers
 - educational reform
 - demographic change
 - advances in information technology
- Communicate across the profession
- All education is local
- Teach the teachers
- Plan for sustainability

Third Time Around - The Information Literate Student for the Information Age

- What do college students need to know about information use?
 - The General (Fitzgerald, 2004)
 - How to articulate an information need
 - How to access information effectively
 - How to evaluate information critically
 - The Specific (Levine, 1996)
 - The difference between popular, professional, and scholarly information
 - The basics of a classification system
 - The difference between a catalog and an index

Information Literacy Instruction in the First Year - The Washington State University Example

■ Bridge Programs

- Introduction to information landscape for first-generation college students and others identified through participation in programs such as Gear Up or Upward Bound

■ English Composition (ENGL 101)

- Intro to online catalog and library services
- Intro to general article indexes (e.g., ProQuest Direct)
- Faculty requests
 - popular vs. scholarly information
 - evaluation of Web-based information

Information Literacy Instruction in the First Year - The Washington State University Example

- First-Year Experience programs
 - Defining a research question
 - Evaluation and citation of Web sites
 - Plagiarism and intellectual dishonesty
- World Civilizations
 - Specialized reference materials
- Gateway Courses in the Major
 - Specialized information resources
 - Discipline-specific applications of generic IL concerns, concepts, or skills

Information Literacy Instruction in the First Year – World Civilizations

- A student completing a library project should be able to:
 - Apply contextual clues in articulating project goals and information needs
 - Distinguish "scholarly" from "popular" monographs
 - Recognize the merits and drawbacks of general and specialized encyclopedias
 - Apply rudimentary selection criteria in choosing reference sources, books articles
 - Defend choices of sources

Information Literacy Instruction in the First Year – World Civilizations

- A student completing a library project should be able to:
 - use the libraries' online catalog for the retrieval of books, using call numbers
 - use dictionaries and encyclopedias, for general information and suggestions for further reading
 - Identify the components of a bibliographic citation
 - Be familiar with the role of reference librarians and other library personnel; regulations and protocols for the use of WSU Libraries

Building Effective First-Year Instruction Through Outreach

- First-year programs at Washington State University are an example of “horizontal articulation”
- Articulation fostered through a programmatic approach to liaison and outreach
- For more examples, see <http://www.wsulibs.wsu.edu/usered/partners.html>

Before the First Year: K-12 Outreach at Washington State University



- Coordinates outreach to local schools
- Coordinates ILI component to other campus outreach programs (Cougar Kids, Cougar Quest)
- More information available at <http://www.wsulibs.wsu.edu/usered/k12connect.html>

Before the First Year: K-12 Outreach at Washington State University



Over 650 K-12 students received instruction at WSU in 2003-04, including students from:

- Jenifer Junior High
- Pullman High
- Garfield-Palouse Elementary
- Heights Elementary
- Washtucna High
- Broadway Elementary

Learning from the Past: Change Drivers

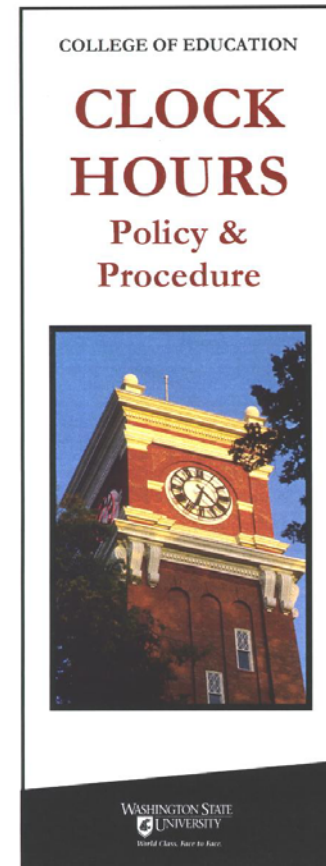
- First-year information literacy instruction tied to broader issues in educational reform
 - Writing instruction and assessment
 - Interdisciplinary studies
 - Instruction for critical thinking
 - Assessment of instruction
- ILI complements co-curricular programs aimed at the “millennial” generation
- ILI prepares students to deal effectively with a technology-enhanced education

Learning from the Past: Communication Across the Profession/All Education is Local

- The “major benefit” of K-16 ILI programs is “the opportunity they provide for academic and high school librarians to work together and learn from each other” (Canelas & Westbrook, 1990)
- At WSU, K-12 outreach is complemented by
 - Collaborative work on local school district library advisory committee
 - Academic librarian participation on assessment teams for senior research project at local high school

Learning from the Past: Teach the Teachers

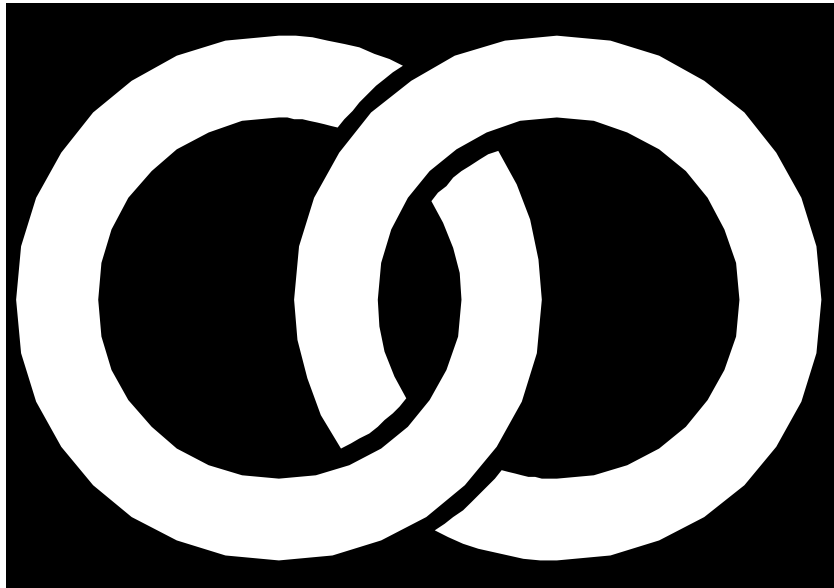
- 3 dimensions of information literacy for teachers
 - As student
 - As teacher
 - As collaborator (Shinew & Walter, 2003)
- “Among the most fertile areas for collaboration between schools and colleges is anything involving teachers” (Maeroff et al., 2001)



Learning from the Past: Plan for Sustainability

- Train-the-trainer programs for first-year programs
- K-12 outreach coordinator
- Well-defined program of instructional outreach to academic and co-curricular programs
- Build on complementary curricular programs in teacher education and information technology education

Drawing the Circle: Best Practices for K-16 Collaboration



- Educators at both levels must agree they have common problems
- The “academic pecking order” must be overcome
- Cooperative projects must be sharply focused and action-oriented
- Participants must be recognized (Maeroff, 1983)

Why Reach Out? Why Now?

■ Why Reach Out?

- Support existing curricular and co-curricular educational programs
- Build relationships among librarians and others involved in K-12 outreach on campus
- Promote positive town-gown relations
- Serve as a recruitment opportunity
- Support campus efforts to reach diverse students, academically gifted students

■ Why Now?

The Engaged Campus

- “Outreach” vs. “Engagement”
- Service learning
- ALOUD will provide a forum for communication and networking for those interested in community outreach
<<http://sun.iwu.edu/~sdaviska/aloud>>
- 1st meeting - 2 pm today, Salon 3, Rosen Centre Hotel



Closing the Circle

Your senior is my first-year student,
but my senior is your first-year
teacher

Questions (about Instruction Programs at Washington State)?

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Questions (about anything else in the presentation)?

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(as of July 19, 2004)

Thank you for coming!

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